# **CAASPP Test Results**

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting Program, which became inoperative on July 1, 2013.

California has adopted more rigorous academic standards that emphasize not only subject knowledge, but also the critical thinking, analytical writing, and problem-solving skills students need to be successful in college and career. These standards set a higher bar for California students to help ensure they are prepared to succeed in the future.

The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and California Alternative Assessments (CAAs) for English language arts/literacy (ELA)** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Further CAASPP information can be found on the CDE CAASPP System web page at <https://www.cde.ca.gov/ta/tg/ca/>.

The Smarter Balanced Summative Assessments are comprehensive end-of-year assessments for ELA and mathematics that are aligned with the Common Core State Standards (CCSS) for ELA and mathematics of grade-level learning that measure progress toward college and career readiness.

Information on the Smarter Balanced Summative Assessments can be found at the CDE Smarter Balanced Summative Assessments web page at <https://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

CAA items are aligned with alternate achievement standards, which are linked with the CCSS for students with significant cognitive disabilities. The CAA was field tested during the 2014–2015 school year and became operational during the 2015–2016 school year.

Further CAA information can be found on the CDE California Alternative Assessments for ELA and Math web page at <https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>.

The CDE developed a science assessment called CAST based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST is aligned with these standards. The CAST was administered operationally during the 2018–19 school year.

Science assessments include both the CAST and the CAA for Science for students with an Individualized Education Program designating an alternate assessment. Students take the CAST or CAA for Science assessment in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Information about the CAASPP System science assessments can be found at the CDE California Science Test web page at <https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>.

The data displayed in the State Accountability Report Card (STARC) may differ from other data sources because the inclusion and exclusion rules are different for the STARC.

## **Student AchievementTwo-Year Trend CAASPP Test Results2020–21 and 2021–22**

### **ELA – Grades Three through Eight and Grade Eleven**

| **Grade** | **Year** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- | --- |
| 03 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 03 | 2021–22 | 1,847,104 | 1,793,721 | 97.11% | 2.89% | 40.27% |
| 04 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 04 | 2021–22 | 1,872,780 | 1,820,768 | 97.22% | 2.78% | 42.08% |
| 05 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 05 | 2021–22 | 1,889,714 | 1,839,036 | 97.32% | 2.68% | 44.90% |
| 06 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 06 | 2021–22 | 1,873,788 | 1,815,706 | 96.90% | 3.10% | 43.05% |
| 07 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 07 | 2021–22 | 1,847,149 | 1,776,489 | 96.17% | 3.83% | 47.07% |
| 08 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 08 | 2021–22 | 1,925,344 | 1,842,907 | 95.72% | 4.28% | 44.64% |
| 11 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 11 | 2021–22 | 1,983,327 | 1,793,102 | 90.41% | 9.59% | 52.86% |

Note 1: Cells with N/A values do not require data.

Note 2: The 2020–21 statewide assessment results are not provided. Due to the COVID-19 pandemic, during 2020–21 school year, where a statewide summative assessment was not the most viable option, the LEAs were allowed to administer locally determined assessments. As a result, approximately 25 percent of eligible students participated in the Smarter Balanced Summative Assessments for ELA and mathematics and are not representative sample of the state’s student population.

### **Mathematics – Grades Three through Eight and Grade Eleven**

| **Grade** | **Year** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- | --- |
| 03 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 03 | 2021–22 | 1,847,104 | 1,804,221 | 97.68% | 2.32% | 41.54% |
| 04 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 04 | 2021–22 | 1,872,780 | 1,830,218 | 97.73% | 2.27% | 36.31% |
| 05 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 05 | 2021–22 | 1,889,714 | 1,846,685 | 97.72% | 2.28% | 29.87% |
| 06 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 06 | 2021–22 | 1,873,788 | 1,820,886 | 97.18% | 2.82% | 30.88% |
| 07 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 07 | 2021–22 | 1,847,149 | 1,780,159 | 96.37% | 3.63% | 30.51% |
| 08 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 08 | 2021–22 | 1,925,344 | 1,845,007 | 95.83% | 4.17% | 27.96% |
| 11 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 11 | 2021–22 | 1,983,327 | 1,781,698 | 89.83% | 10.17% | 25.97% |

Note 1: Cells with N/A values do not require data.

Note 2: The 2020–21 statewide assessment results are not provided. Due to the COVID-19 pandemic, during 2020–21 school year, where a statewide summative assessment was not the most viable option, the LEAs were allowed to administer locally determined assessments. As a result, approximately 25 percent of eligible students participated in the Smarter Balanced Summative Assessments for ELA and mathematics and are not representative sample of the state’s student population.

### **Science – Grades Five, Eight, and High School**

| **Grade** | **Year** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- | --- |
| 05 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 05 | 2021–22 | 1,889,791 | 1,845,532 | 97.66% | 2.34% | 29.61% |
| 08 | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| 08 | 2021–22 | 1,925,427 | 1,848,642 | 96.01% | 3.99% | 28.03% |
| High school | 2020–21 | N/A | N/A | N/A | N/A | N/A |
| High school | 2021–22 | 3,326,291 | 2,845,225 | 85.54% | 14.46% | 27.80% |

Note 1: Cells with N/A values do not require data.

Note 2: The 2020–21 statewide assessment results are not provided. Due to the COVID-19 pandemic, during 2020–21 school year, where a statewide summative assessment was not the most viable option, the LEAs were allowed to administer locally determined assessments. As a result, approximately 25 percent of eligible students participated in the Smarter Balanced Summative Assessments for ELA and mathematics and are not representative sample of the state’s student population.

## **CAASPP Test Results in ELADisaggregated by Student Group 2021–22**

### **ELA – Grades Three through Eight and Grade Eleven**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| Statewide | 3,132,019 | 3,002,859 | 95.88% | 4.12% | 46.63% |
| Female | 1,521,035 | 1,459,772 | 95.97% | 4.03% | 51.10% |
| Male | 1,609,141 | 1,541,472 | 95.79% | 4.21% | 42.37% |
| American Indian or Alaska Native | 14,147 | 13,046 | 92.22% | 7.78% | 32.99% |
| Asian | 301,154 | 292,896 | 97.26% | 2.74% | 74.60% |
| Black or African American | 162,622 | 151,972 | 93.45% | 6.55% | 29.96% |
| Filipino | 72,791 | 71,177 | 97.78% | 2.22% | 69.16% |
| Hispanic or Latino | 1,752,172 | 1,687,995 | 96.34% | 3.66% | 36.10% |
| Native Hawaiian or Pacific Islander | 13,549 | 12,785 | 94.36% | 5.64% | 39.28% |
| Two or More Races | 163,646 | 154,170 | 94.21% | 5.79% | 59.36% |
| White | 651,938 | 618,818 | 94.92% | 5.08% | 60.87% |
| English Learners | 569,037 | 537,700 | 94.49% | 5.51% | 12.47% |
| Foster Youth | 20,663 | 18,601 | 90.02% | 9.98% | 20.86% |
| Homeless | 98,453 | 91,840 | 93.28% | 6.72% | 27.62% |
| Military | 46,587 | 44,989 | 96.57% | 3.43% | 50.63% |
| Socioeconomically Disadvantaged | 1,865,235 | 1,791,632 | 96.05% | 3.95% | 34.88% |
| Not Socioeconomically Disadvantaged | 1,266,784 | 1,211,227 | 95.61% | 4.39% | 64.00% |
| Students Receiving Migrant Education Services | 22,977 | 22,152 | 96.41% | 3.59% | 25.22% |
| Students with Disabilities | 423,577 | 389,835 | 92.03% | 7.97% | 15.06% |
| Students with No Reported Disabilities | 2,708,442 | 2,613,024 | 96.48% | 3.52% | 51.34% |

## **CAASPP Test Results in MathematicsDisaggregated by Student Group 2021–22**

### **Mathematics – Grades Three through Eight and Grade Eleven**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| Statewide | 3,132,019 | 3,006,461 | 95.99% | 4.01% | 33.07% |
| Female | 1,521,035 | 1,461,080 | 96.06% | 3.94% | 31.65% |
| Male | 1,609,141 | 1,543,773 | 95.94% | 4.06% | 34.41% |
| American Indian or Alaska Native | 14,147 | 13,003 | 91.91% | 8.09% | 20.46% |
| Asian | 301,154 | 294,569 | 97.81% | 2.19% | 68.84% |
| Black or African American | 162,622 | 151,202 | 92.98% | 7.02% | 15.74% |
| Filipino | 72,791 | 71,044 | 97.60% | 2.40% | 53.47% |
| Hispanic or Latino | 1,752,172 | 1,690,865 | 96.50% | 3.50% | 21.07% |
| Native Hawaiian or Pacific Islander | 13,549 | 12,764 | 94.21% | 5.79% | 24.40% |
| Two or More Races | 163,646 | 154,846 | 94.62% | 5.38% | 46.62% |
| White | 651,938 | 618,168 | 94.82% | 5.18% | 47.78% |
| English Learners | 569,037 | 549,111 | 96.50% | 3.50% | 9.67% |
| Foster Youth | 20,663 | 18,486 | 89.46% | 10.54% | 10.80% |
| Homeless | 98,453 | 92,965 | 94.43% | 5.57% | 15.81% |
| Military | 46,587 | 44,897 | 96.37% | 3.63% | 36.95% |
| Socioeconomically Disadvantaged | 1,865,235 | 1,793,157 | 96.14% | 3.86% | 21.00% |
| Not Socioeconomically Disadvantaged | 1,266,784 | 1,213,304 | 95.78% | 4.22% | 50.90% |
| Students Receiving Migrant Education Services | 22,977 | 22,468 | 97.78% | 2.22% | 14.42% |
| Students with Disabilities | 423,577 | 388,130 | 91.63% | 8.37% | 10.80% |
| Students with No Reported Disabilities | 2,708,442 | 2,618,331 | 96.67% | 3.33% | 36.37% |

## **CAASPP Test Results in ScienceDisaggregated by Student Group 2021–22**

### **CAST – Grades Five, Eight and High School**

| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Not Tested** | **Percent Met or Exceeded** |
| --- | --- | --- | --- | --- | --- |
| Statewide | 1,708,179 | 1,564,223 | 91.57% | 8.43% | 29.42% |
| Female | 831,147 | 761,090 | 91.57% | 8.43% | 28.45% |
| Male | 875,638 | 801,969 | 91.59% | 8.41% | 30.32% |
| American Indian or Alaska Native | 7,822 | 6,785 | 86.74% | 13.26% | 20.04% |
| Asian | 164,595 | 154,490 | 93.86% | 6.14% | 59.13% |
| Black or African American | 87,988 | 77,253 | 87.80% | 12.20% | 13.93% |
| Filipino | 43,772 | 40,525 | 92.58% | 7.42% | 46.47% |
| Hispanic or Latino | 948,255 | 877,442 | 92.53% | 7.47% | 18.35% |
| Native Hawaiian or Pacific Islander | 7,555 | 6,744 | 89.27% | 10.73% | 20.77% |
| Two or More Races | 79,805 | 71,537 | 89.64% | 10.36% | 43.04% |
| White | 368,387 | 329,447 | 89.43% | 10.57% | 43.93% |
| English Learners | 234,729 | 216,501 | 92.23% | 7.77% | 2.96% |
| Foster Youth | 10,296 | 8,505 | 82.60% | 17.40% | 10.04% |
| Homeless | 51,703 | 46,101 | 89.17% | 10.83% | 13.60% |
| Military | 26,639 | 24,581 | 92.27% | 7.73% | 31.52% |
| Socioeconomically Disadvantaged | 997,259 | 917,285 | 91.98% | 8.02% | 18.58% |
| Not Socioeconomically Disadvantaged | 710,920 | 646,938 | 91.00% | 9.00% | 44.79% |
| Students Receiving Migrant Education Services | 12,065 | 11,400 | 94.49% | 5.51% | 11.92% |
| Students with Disabilities | 219,885 | 188,592 | 85.77% | 14.23% | 9.46% |
| Students with No Reported Disabilities | 1,488,294 | 1,375,631 | 92.43% | 7.57% | 32.16% |